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Enrollment and program trends in classical studies, especially those pertaining to Latin, in U.S. secondary schools and universities are explored. Special concerns such as the limited interest in the classics and decreasing Latin enrollments in high schools are identified. Suggestions are made for surveys assessing Latin and classical studies offerings, and a Master of Arts in Teaching (MAT) program is outlined. (DS)

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A PROPOSAL FOR TEACHER TRAINING IN THE CLASSICS*

There is a crisis, if not a rebellion, in American education today. Students are demanding vociferously and even violently that their academic programs be relevant to themselves and to the world in which they live. Their respect for authority and time-honored traditions is remarkably limited and often wanting. Rejecting the paternalism and *in loco parentis* of the past, ironically, they demand a more intimate relation with their teachers and more of their time as individuals in an age of mass education. Negativism, even nihilism, is characterizing students' philosophy of education, and equality with teachers is demanded long before students have achieved maturity, understanding or wisdom. The classics in such times may easily suffer the charge that they are even more irrelevant than other subjects in the curriculum. There is obviously a revolution in education which will, sooner or later, affect all levels and all aspects of education. The very structure of the educational system (classroom instruction, grades, examinations, the traditional teacher and student relation) is being severely questioned and though no viable alternatives have necessarily resulted to replace the older system, the attacks continue unabated.

In his address to the Airlie House Conference, Professor Gerald F. Else made the impact of the classics on American education as a whole quite starkly clear: "The Classics have ceased to exert any appreciable influence on our national or corporate life. They are of concern to a small fraction of the population in school and college, and to almost no one outside academic walls."[1] Discouraging as this may sound, Prof. Else believes the classics have the potential to produce distinctively American results, relevant results from classical history and literature in the areas of the political (republican and/or democratic institutions), the moral (the model of the moral life, Greek philosophy, drama). and the aesthetic (verbal and visual art). There is no time to discuss Else's proposals here, but it is obvious that he is stressing the necessity for re-orientation.

More concretely, in terms of waning personnel and programs, less than 45 universities in the United States offer programs leading to the Ph.D. in the classics and in only 10 of these is the work done generally acknowledged to be first-rate.[2] The total number of Ph.D.'s conferred in 1964 was 49 (10 to women). The total number two years prior was 30. In 1964, 15,000 Ph.D.'s were conferred in the United States as a whole. Of bachelor's degrees in classics in 1964 there were 1,058 classics majors out of a total of approximately 618,000, whereas the M.A. in classics was awarded to 288. It is estimated that there are about 500 students currently pursuing post-graduate work in the classics. The numbers are discouragingly small.

Enrollments in the schools, though numerically higher than anything in the colleges and universities, are nothing to be too excited about. In 1959 there were 618,000 enrollments in Latin in public high schools as against 480,000 in French and 691,000 in Spanish. In 1964 Latin enrollments had increased to 680,000 but French leaped to 1,131,000 and Spanish to 1,336,000. A significant factor in the remarkable increase in the modern languages referred to was the National Defense Education Act of 1958 which provided substantial financial support and Congressional approbation to the practical necessity for studying modern foreign languages. In 1965-1966, Latin enrollment declined to 590,000, dropping from 19.5% of all students enrolled for foreign languages in 1964 to 14% in 1965. There is every indication to believe that the numbers will continue to diminish and a crisis in the teaching of the classics will be reached soon.[3]

The 1965 Airlie House Report was a major achievement in attempting to assess the current situation, and though it has been followed by the Oxford Report (1968), so far nothing as comprehensive and as sweeping as the Classical Investigation of 1924 has been produced, and progress has been slow and financial support is insufficient to do the kind of thing that must be done. It is also a sad report that as a profession, classicists seem to be unaware of or indifferent to the rapid

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[1]John F. Latimer, *Planning Conference to Examine the Role of Classical Studies in American Education and to Make Recommendations for Needed Research and Development*, Cooperative Research Project No. V-005. (Washington, D. C. 1965) 3.

[2]Cf John F Latimer, *A Report to the National Endowment for the Humanities: The Oxford Conference and Related Activities.* (Washington, D.C. 1968) 97-98; Allan M. Cartter, *An Assessment of Quality in Graduate Education* (Washington, D.C. 1966) 20-21. Cf. also L. R. Shero, "A Historical Survey of the Classics in the Schools and Universities of the United States," *JACT Pamphlet/3 Classics in the U.S.A.*, 35.

[3]The reader is referred to Gertrude Drake's article on "The Classics in the Secondary Schools of the United States" in *JACT Pamphlet/3 Classics in the U.S.A.*, 47-57 for further information.

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disintegration and deterioration their field is undergoing. This is particularly true in terms of the general lack of concern on the part of colleges for the schools and schools for the colleges. The profession must learn very quickly, as the modern languages have, that mutual cooperation is necessary for mutual survival. Otherwise, the best that could happen would be, as one colleague suggested to me, the survival of Latin (as is now the case for Greek) only on the college level.

My own belief is that one important phase of the problems rests with the schools. I leave aside for another time whether the classics still have a role to play in American secondary education and what that role should be, and I assume that the classics, specifically Latin, have a selective role in a quality academic program.

Somebody needs to do some research on a national scale to determine how many Latin teachers we do have,[4] what their classical preparation has been, what subjects they do teach in addition to Latin (related and unrelated), what the status of classics departments is in American schools, how much real Latin is actually taught, what degree of proficiency is achieved, what kinds of programs are being promoted, how many high school students go on to college Latin and Greek, and a host of related questions. Presumably, the American Classical League, with the newly established office of Executive Secretary of CAUSA, will undertake or even has undertaken to answer such questions. I am myself not privy to the councils in classical circles that have sat to deal with these problems on a national basis, but I have the impression that the financial support needed to conduct the preliminary basic research and surveys is woefully lacking, despite some initial optimistic reports in this regard. In the absence of complete data, we must inevitably rely on insufficient evidence and impressions. My impression is that something national and significant needs to be done in teacher preparation programs to insure an effective national response. Dr. Conant has pointed the way in his provocative book *The Education of American Teachers* (1963), and his work with State Education Departments in implementing some of his ideas (e.g. the Five College Project in New York State[5]). The little that is available on MAT programs in classics[6] indicates these programs are actually few and uncoordinated. Institutions which should be taking the lead, like Harvard, are rejecting their responsibilities in this area in favor of the more prestigious graduate study of education, post-graduate research, and lucrative governmental contract studies.[7] It is unfortunate that those very institutions which should be providing leadership in this direction are not really interested in teacher training and the Master's programs that traditionally have been associated with such programs. We need a reassessment of current programs and in view of the national situation as a profession, we need coordination. What I should like to suggest is as follows:

(1) That a general survey be made of all programs that grant the Master of Arts degree to teachers or prospective teachers of the classics. For the most part, this would mean M.A.T. programs in Latin.

(2) Where geographically are these programs to be found and what kinds of numbers are we talking about?

(3) Where are the regions of the heaviest demands for high school Latin teachers?

(4) If, as I suspect, the M.A.T. programs are scattered and weak in numbers and limited in resources, could programs be strengthened by being combined and coordinated regionally and then nationally or vice versa?

To be more specific, what I propose is that the Office of the Executive Secretary of the American Classical League, in cooperation with whatever agencies can and are willing to do the job, determine the nature of the teacher training program on a national scale. Having done this, I propose that a means be found to cooperate with those colleges and universities which could most effectively provide regional programs for the M.A.T. in Latin and in Classical Studies.[8] For example, a given geographical region could be designated by the profession as having certain institutions

[4]A beginning has been made in ROCLAT (*Roster of Classics Teachers in the United States*, compiled and edited by John F. Latimer (Washington, D. C. 1968). It is obvious at a glance that many well-known classical names are missing. Cf. also the recommendations of the Airlie Report, 16.

[5]Cf. J. E. Rexine, "Teacher Training and the Classics," *CW* 59 (1965-66) 257-258; and *The Interim Report of the Five College Project: Innovation, Opportunity, Creativity* (Albany: The University of the State of New York, the State Education Department, Division of Teacher Education and Certification, 1967).

[6]See, for example, Rosemary Barton, "A Survey of MAT and Related Programs in Classics," *CW* 57 (1963-64) 338-339.

[7]Harvard Committee, *The Graduate Study of Education* (Cambridge, Mass. 1965).

[8]There is much to be said for developing M.A.T. in Classical Humanities.

where the M.A.T. programs are recommended for teachers or prospective teachers. What I am recommending is that scattered efforts be abandoned and regional cooperation be utilized to make available fewer but stronger M.A.T. programs that would have more students in them, that would make the most effective use of the resources available to them, and that would promote cooperation with the regional schools.

In accordance with teacher preparation programs such as the New York State Five College Project, I would suggest that together with State Education Departments this nationally oriented, regionally organized M.A.T. in classics seek to achieve a situation in which the duly designated regional institutions free themselves of state certification requirements and provide programs that best meet regional needs. In accordance with recommendations worked out as a result of the Conant Report, it is suggested that an intern program with clinical professors in classics be established that would include one summer's work, one full semester on a university campus, and one full semester of internship at a regional school. Flexibility should be the rule and the humanistic value of the subject should guide every step of the program. Close cooperation between school and university, between professor and teacher, should mark every stage of the program. A possible model would be the following:

Summer

1. History of Latin Literature (with extensive readings in Latin from the Literature of the Roman Republic)
2. Problems in the Teaching of High School Latin or Special Methods in the Teaching of High School Latin

First or Second Semester

Teaching Internship at School
Coordinating Seminar

January Special Studies Program
(four intensive weeks)

Topography and Monuments of Greece or Rome in Greece or Rome

First or Second Semester

1. History of Latin Literature (with extensive readings in Latin from the Literature of the Roman Empire)
2. Seminar in Vergil or Cicero or Ovid or other Roman author as needed
3. Seminar in a Roman genre or author
4. A course in one of the following:
   (a) Roman history
   (b) Greek history
   (c) Greek literature
   (d) Classical archaeology
   (e) Roman and Greek religion and mythology
   (f) Roman private life

Summer

One course from the above list
One course in Latin Composition or the Greek language or linguistics

Obviously the kind of program I am suggesting means that there will be little in the program that will involve the student in the traditional education courses. It is in the teaching intern part of the program that he will learn, through supervision by a Master Teacher and guidance by a clinical professor, how to deal with the actual classroom situation. Obviously opinions will vary on this, as they will on the classical content of each program, but there should be a willingness and ability to provide that kind of Master's program that best suits the needs of the teachers and students of a given region.

Much has been accomplished within the last few years, but we still need to proceed with a number of unfinished tasks *maxima cum cura et maximo cum studio* in order to determine where we are and where we should be going.

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